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ABSTRACT

Summarizing results from a 3-day conference on community colleges and globally competent learners, this report presents participants' conclusions regarding the colleges' role in producing globally competent learners. Following introductory sections, a definition is provided of globally competent learners, suggesting that they are empowered by the experience, are committed to lifelong learning, are aware of diversity, recognize global interdependence, are capable of working in diverse teams, and accept responsibility for world citizenship. Requirements for establishing effective global education efforts at colleges are then reviewed, including obtaining commitment from top administrators, implementing global education as an integral component of the mission, conducting a needs assessment for local businesses, allocating resources, and providing support and student services. The current status of global education in community colleges is then reviewed, examining partnerships, faculty development, curriculum enhancement, and diversity, and forces hindering attempts to globalize are reviewed related to attitudes, practices, priorities, and marketing. Strategies are then provided for countering these obstacles and for beginning or expanding globalization efforts. Finally, suggestions for advancing global education beyond the campus are addressed. A list of participants is included. Appendixes provide welcoming remarks by Richard H. Stanley; "Connectedness, Community, and Stardust," the opening address by Margaret B. Lee; and a list of global competencies. (HAA)

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Educating for the Global Community: A Framework for Community Colleges

ED 407 958

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Report of a Conference
Sponsored by the
American Council on International Intercultural Education
and
The Stanley Foundation

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Educating For The Global Community: A Framework For Community Colleges

November 15-17, 1996

Convened at Airlie Center
Warrenton, Virginia

ACIIE

The American Council on
International Intercultural Education

The Stanley Foundation

About the Conference

In November 1994 the Stanley Foundation and the American Council on International Intercultural Education (ACIIE) convened a group of twenty-four community college educators and representatives of government, industry, and nongovernmental organizations at Airlie Center, Warrenton, Virginia, for the conference entitled *Building the Global Community: The Next Step*. This group was charged with clarifying community college goals in global education, articulating a clear mission statement, determining strategies, and constructing a plan of action for the implementation of global education in US community colleges. A report was published in 1995. It begins with the following mission statement:

> *To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multiculturally competent citizenry.*

In the two years since the conclusion of that first conference, ACIIE and the Stanley Foundation have embarked on a number of initiatives across the United States to assist community colleges in their efforts to globalize their institutions, their curricula, and the environment of their campuses and communities. Presentations of the conference results were given at national and regional conventions for community college administrators, trustees, and faculty. A satellite teleconference exposed viewers to the global education imperative at more than thirty sites around the country. Seminars brought together community college CEOs and trustees in Washington, Massachusetts, Iowa, and Virginia. Statewide gatherings of educators were held in New York, Missouri, and Iowa, with similar conferences planned for other regions of the country in the coming year. All of these groups have had the opportunity to learn about prototype global education programs and how to maximize existing and new resources in this pursuit.

On November 15-17, 1996, a second group consisting of twenty-three community college leaders and representatives of government agencies met at the Airlie Center for a conference entitled *Educating for the Global Community: A Framework for Community Colleges*. They were given the task of examining two key questions:

1. What does it mean to be a globally competent learner?
2. What is required institutionally for community colleges to produce globally competent learners?

This report is the product of the conference rapporteurs. Their intent has been to convey a sense of the proceedings without attributing specific statements to the individuals who made them. All participants and observers were given the opportunity to review the draft report and to provide factual corrections prior to the printing of this final version.

The texts of welcome remarks by Richard Stanley, president of the Stanley Foundation, and the opening address by Margaret B. Lee, president of Oakton Community College (IL), as well as a list of conference participants, are included among the appendices.

ACIIE and the Stanley Foundation encourage use of this report for informational and educational purposes. Any part of the material may be duplicated, with proper acknowledgment.

Production: Amy Bakke and Bonnie Tharp

"Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness and benefits of this diversity."

INTRODUCTION

Using the November 1994 report *Building the Global Community: The Next Step* as a rich, building-block resource, a group of educators and government leaders met at Airlie Center in November 1996 to take the work of their predecessors to the next level. It was clear from the start that participants embraced the conclusions of the first conference: The "why" of global education is, simply put, the survival of our communities. If community college educators care about the communities they serve, global education is an imperative not an option. Without it, we could become relatively insignificant as individual human beings or as a society. Participants reiterated the "payoff" identified two years earlier: globalizing our students and our communities has direct economic benefit and reduces the inevitable fear created by the ongoing internationalization of business.

Participants felt that several preliminary steps needed to be taken before they could immerse themselves in their assigned task; namely, to respond to the two key questions:

1. What does it mean to be a globally competent learner?
2. What is required institutionally for community colleges to produce globally competent learners?

They decided that it was important to define the parameters of their discussion in several ways. First, they determined that the discussion would focus on US community colleges, but not at the exclusion of learning from the experiences of similar institutions in other parts of the world.

Second, they agreed to identify "learner" as an individual with one or more of the following profiles: degree-seekers, lifelong learners, nonenrolled community members who benefit from the community college's programs, community college presidents, administrators, faculty and staff (internal customers), local business and industry personnel, trustees, legislators, taxpayers, and funding providers (governmental and nongovernmental). In other words, they catalogued the multiplicity of needs, interests, and motivations that characterize the consumers of community college services.

While recognizing that the scope of their charge was to establish a framework for community colleges, participants also acknowledged that results of their discussions might very well be applicable to other levels of education along the continuum from kindergarten through post-graduate study. They concluded that perhaps the most difficult parameter to determine is the depth of global competence that is being defined, whether to prescribe a base level of global literacy or to aim toward a higher level of proficiency. Consensus was reached that community colleges typically provide an introduction, developing a taste and interest for future study in each area. And finally, participants agreed that their recommendations were to apply to the "average size" college; namely, institutions with an enrollment base of 2,200-2,500 students. However, although not specifically targeted, larger and smaller community colleges can also richly benefit from the recommendations in this report and adapt them to fit their local needs and conditions.

DEFINING THE GLOBALLY COMPETENT LEARNER

There are legitimate questions being raised by community college leaders and others regarding the lack of definitions: What is meant by a competency? What are the characteristics of a global learner? What are the developmental stages leading to global competency? Answers will help provide a more intentional, systemic, and measurable global education program.

Conferees responded by first defining the key term, competency:

> A competency is an ability, a skill, a knowledge, or an attitude that can be demonstrated, observed, or measured.

After generating a list of more than fifty elements, which admittedly contained some duplication and redundancy, conferees worked toward creating a consolidated profile of the educated person in a global society. Four developmental stages were identified in the process:

1. Recognition of global systems and their connectedness, including personal awareness and openness to other cultures, values, and attitudes at home and abroad.
2. Intercultural skills and direct experiences.
3. General knowledge of history and world events—politics, economics, geography.
4. Detailed area studies specialization: expertise in another language, culture, country.

The four stages represent a continuum germane throughout all levels of education; they are not exclusive to community colleges, or any other type of institution. What will vary is the emphasis or the sequencing. Conferees agreed that the first stage is of critical importance to all global learners. Individual learners may accomplish varying degrees of stages two through four. Participants also recognized that progress through the stages may not be linear. Some learners will begin with a general area of experience or knowledge and proceed to in-depth study of a specific component. Others may move from a specific experience into more generalized study.

Conferees returned to the list of competencies identified earlier in the day and selected the most important. Heading the list were the following nine characteristics: [The complete list may be found in Appendix C.]

The globally competent learner:

1. Is empowered by the experience of global education to help make a difference in society.
2. Is committed to global, lifelong learning.
3. Is aware of diversity, commonalities, and interdependence.
4. Recognizes the geopolitical and economic interdependence of our world.
5. Appreciates the impact of other cultures on American life.
6. Accepts the importance of all peoples.
7. Is capable of working in diverse teams.
8. Understands the nonuniversality of culture, religion, and values.
9. Accepts responsibility for global citizenship.

Conferees concluded:

> Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness and benefits of this diversity.

INSTITUTIONAL REQUIREMENTS FOR EFFECTIVE GLOBAL EDUCATION EFFORTS

If global education is to be embedded in the very fabric of US community colleges through a process of systemic change, the starting point is at the governance level, specifically at the level of the board of trustees. Effort must be expended to increase trustee awareness and acceptance of the central place of global competency for the multiple constituencies, missions, and goals of the community college.

Moving to the next level of identifying institutional requirements for community colleges to produce globally competent learners, conference participants recognized the critical importance of a series of steps to be taken by community colleges:

- Obtain the commitment of the college's CEO and board of trustees.
- Include global education as an integral component of the institution's mission statement to establish it as a priority for the college and its community.
- Review and revise accreditation criteria to acknowledge the importance of global competency.
- Develop and implement a comprehensive global education program on campus.
- Conduct a needs assessment for local businesses and others interested in global education and commerce.
- Allocate resources, including release time, to faculty for research and development of curriculum, exchanges, and activities.
- Provide support and incentives for international initiatives, both on and off campus.
- Provide student services—academic advising, career counseling, instructional support services—to promote access to global education for all learners.

THE CURRENT STATUS OF GLOBAL EDUCATION IN US COMMUNITY COLLEGES

Conferees discussed existing efforts in community colleges to prepare globally educated citizens, focusing on both successful programs and activities and on the perceived limitations within and external to institutions. The enumeration which follows points up the significant progress made over the fifteen to twenty years since community colleges began directing their attention to global education. The list does not reflect a priority ranking, nor is it intended to imply that there is a uniform level of activity at community colleges nationwide. Bearing these caveats in mind, consider the richness and variety of involvement represented by the list.

Partnership

- Community colleges are forging closer connections with local business and industry, especially multinational companies for whom global competency and comfort with diversity are a matter of survival.
- Community colleges are providing work force training in global skills and long-distance training to other educational institutions and businesses.
- Economic development projects involving training overseas or at the home campus offer additional potential for international experience for US colleges and offer spin-off opportunities for faculty and students.
- Community colleges have established international trade centers to help their local business community deal more successfully in the international marketplace through course work in international trade (import/export) and customized training and consulting services.
- Community colleges are supporting trade missions and are involved in state and regional economic development initiatives.
- Collaboration with four-year colleges and universities is increasing access to study abroad and other programs for faculty and students.
- Through conferences and state and regional associations and consortia, community college educators are sharing global perspective courses and modules with other colleges and K-12-level colleagues.
- There is increasing interest and need for exporting the concept of community colleges to other countries—both developing and developed.

Faculty Development

- More professional development opportunities are available to community college educators.
- The importance of faculty study abroad is more readily acknowledged, with institutions giving priority to projects and sabbaticals which further enhance curriculum development.
- Community colleges are offering faculty seminars on campus with incentives for participation.

Curriculum Enhancement

- Curriculum development efforts are expanding as many community colleges infuse East-West and other area studies into the general education curriculum.
- Colleges are offering short- and long-term study abroad programs, apprenticeship programs, and specialized integrated programs.

- The importance of global education in lower division offerings has been acknowledged as a way to reach all students regardless of major.

Diversity

- Community college mission statements reflect the importance of diversity and multiculturalism.
- Colleges are successfully linking the cultural diversity of their campuses with efforts to expand curricular offerings. Diversity training is providing exposure to other cultures and values.
- Community colleges are making use of their international and resident ethnic students to increase awareness of other cultures; e.g., through presentations in appropriate college classes, presentations, and service learning programs in the schools and for community organizations, and other vital initiatives.
- Institutions are providing service grants to international students to help defray the cost of education.
- Community colleges are reaching out to diverse populations at home and abroad.

Community colleges are also thriving, due to their higher profile in the Clinton administration. This new and welcome development provides opportunities to both accelerate and enrich local programs. Participants also acknowledged that our society as a whole recognizes the growing need for global competence at home and abroad. This recent public awareness has created an abundance of new learners to be served by community colleges. Yet another reason for successful programs and activities is growing access to technology, including the Internet and distance learning. Student exposure to global issues has been significantly expanded and enriched. Finally, many community college CEOs and trustees have been more regularly exposed to the real benefits of global education via campus projects, media exposure, reading, the presence of an increasingly diverse student population, and changing local business needs, among others. The process is well underway and gaining momentum nationwide. Global education has become a reality for local communities.

RESTRAINING FORCES

There is a variety of formidable limitations and obstacles which community colleges face in their attempt to globalize. The process is fraught with inhibitors ranging from negative attitudes to current institutional practices, to obsolete priorities, to lack of marketing community college capabilities and potential. Participants were asked to identify both real and perceived impediments. They listed the following:

Attitudes

- Ethnocentrism remains in our communities.
- Many US citizens are monolingual. In fact, common use of the term "foreign" languages reinforces existing negative perceptions about language study.
- There are concerns about community perceptions regarding global education; it may be easier to alter such attitudes in small, rural colleges than in their larger urban counterparts.
- Many of us do not acknowledge our regressive behavior about diversity issues.
- Negative perceptions of Americans persist in other countries; colleges need to sensitize students to this fact.
- The perception persists that global education is defined as international travel for presidents.
- There is insufficient institutional support for innovation and experimentation.
- Entrenched American faculty sometimes resist curricular change.
- Where trustee opposition exists, it must be countered by programs to increase awareness and provide personal experience.
- Some educators have low expectations for global education.
- Colleges may face opposition based on the shortsightedness of uninformed state legislators and governing bodies.
- There are those who unwisely position community colleges between K-12 and four-year institutions, not recognizing that there is a continuum through all levels of education.

Practices

- Global education is not an additive; it needs to be pervasive, with the goal of building global competency throughout the entire academic program.
- Colleges often underutilize their rich resource of international students.
- Colleges sometimes provide insufficient services for international students.
- Study abroad is often Eurocentric, not sufficiently diversified in terms of destinations and targeted participants.
- An adversarial relationship serves neither the community college nor the four-year university sector. Community colleges are rarely in a competitive position to be awarded large federal projects, so it can be advantageous to work together in a collective unit. (This recognizes the reality that agencies face similar costs to administer large and small projects. Therefore, they favor a smaller number of large projects.)
- There are not enough community college readers/evaluators of grants.
- Colleges must examine how flexible and adaptive they are. For example, training for business rarely engages existing college faculty as the trainers.
- There are limited training opportunities for community college faculty; too few programs like the East-West Center have actively encouraged community college participation.

Priorities

- Not all community college mission statements include global education.
- The commitment of the CEO and trustees is variable.
- The United States has yet to make global education a priority or view it as a profitable product.
- Colleges need to include global education priorities in other areas that already receive funding besides Title VI.
- Small institutions must reorder priorities; they may not be able to work within existing resources, both human and financial.
- Institutions need more faculty with global issues expertise.
- Curricular needs include competency in geography; courses in international ethics; a multicultural awareness program; and comprehension of foreign government and business practices/geopolitical realities, world religions, etc.
- Community colleges are experiencing diminishing financial resources precisely when more are needed. Colleges need to look beyond the federal government for funding; to act in entrepreneurial ways to fund projects; to work with state, local, and private funders.
- Colleges also need to better allocate existing resources, not just focus on the need for new ones.

Marketing

- Community colleges need to educate federal and state agencies, as well as non-governmental organizations, about their capacities and current efforts in the global arena. Now is the time to market our strengths.
- While there remains a perception at the federal government level that community colleges and universities are the same, community colleges must approach funding not as an entitlement but as an unfulfilled, continuing task.
- Community colleges do not spend enough time working with legislators to promote themselves and their capacities.
- It is important to invite the policymakers to become part of the global education effort.
- There continues to be a need for a more effective national advocacy role in support of community colleges.
- Colleges must be able to justify to the taxpayers the investment in faculty study abroad and presidential travel.
- This question requires our answer: Why help international companies when there are domestic companies in need?
- Our communities do not fully understand the community college global education mission.
- The message that community colleges are on the cutting edge of technology needs wider dissemination.

A review of the two lists should lead the reader to the same conclusions as the conferees that many valuable, challenging, and inexpensive global education activities and programs have been and continue to be developed. However, an integrated institution-wide plan is lacking for curriculum development, training and retraining, community outreach, student services, and more. In essence, even in community colleges where globalization has taken strong root, efforts are frequently fragmented and rarely systemic.

STRATEGIES TO COUNTER THE OBSTACLES TO SYSTEMIC SUPPORT FOR GLOBAL EDUCATION

Conferees were quick to acknowledge the degree, scope, and variety of obstacles facing global education efforts. But they were also optimistic about the effectiveness of strategies listed below to negate or minimize such obstructions. Global education is too important to delay, too vital to be ignored, and too urgent to be frustrated by indifference or ignorance.

Institutional Policies and Practices

- Conferees repeatedly returned to the college's mission statement, universally agreeing that a critical first step is to revise the statement to include global education as part of the fiber of the institution. The next step is to communicate the message and the mission both internally and externally. Both the president and the board of trustees must publicly articulate global education as a priority. Further, colleges can include global competencies as part of their institutional effectiveness plan.
- Community college leaders need to change language and mind-sets from exclusive to inclusive through in-service programs for college faculty and staff, through community service programs on the importance of globalization, through international issues forums, and by identifying international resources that exist in the community (visitors, international students, resident ethnic communities). To facilitate internal change, a commitment to globalization and diversity must be encouraged for current employees and made a criterion for hiring new staff. Job descriptions, evaluation, and promotion processes must consistently stress the importance of global competence. The CEO can help to establish priorities which support global activities and reward those who are moving toward global competence.
- To counter the perception that there is lack of support for faculty development, institutions must reexamine existing mechanisms to provide opportunities and rewards that give priority to the development of global competency. Existing programs can be retrofitted to this priority: faculty seminars, sabbaticals, opportunities for exchange, tuition waivers, release time. Colleges can provide information resources and assist faculty in identifying professional development opportunities. Colleges can also find ways to expose faculty to leaders from the global community and create opportunities for intellectual and economic regeneration by enabling faculty to serve as resources to local business and industry.
- Student services are needed to support global efforts—advising, career counseling, instructional support services of all kinds. Colleges must aim toward building a total environment from admissions through program completion which reflects a consistent institutional approach and commitment to global competence.
- It is important to create an atmosphere on campus that fosters the establishment of learning communities which focus on the heritage of constituent groups.
- Colleges can use the fine and performing arts to expand understanding of other peoples.
- Existing and emerging technologies can be corralled to advance globalization; educators can identify a host of resources that will help

overcome insularity, provide exposure via the Internet, use distance learning to maximize access to and to share global expertise among educational institutions at all levels.
- Without diminishing the value of study abroad, it is also possible to facilitate change within institutions without sending people abroad.

Public Awareness of Diversity

- Diversification of American society can encourage us to recognize and embrace many different views of reality. Colleges should make more active use of local media, providing publicity for college programs as well as global issues.
- Gifts presented to visitors to the college can take on a global aspect, selecting such items as globes or books about local cultures.
- Colleges can work with community groups, encouraging them to meet around the district in areas they may not be familiar with in order to make people more aware of the international nature of their community.
- Efforts must be made to encourage accreditation teams to focus on global competence. Colleges can also work to revise articulation agreements to reflect globalization throughout K-16 curriculum.
- Community college educators must make the attainment of global competence a national priority for the American Association of Community Colleges (AACC), the Association of Community College Trustees (ACCT), the US Department of Education, and other agencies and organizations at the national level.
- Local boards may require an individualized program to bring each trustee to the next step of new awareness and understanding.
- It is necessary to dispel the myth that limited resources hamper the progress of global education in community colleges. Institutional and individual commitment is far more important. Colleges must learn to leverage available resources by partnering with others and recognize that although access to financial resources certainly helps resources of other types abound. For example, recognizing that time is a resource, colleges can work toward reallocating faculty work load assignments to provide for development of global competency and involvement in international activity.
- It is important for community colleges to "solicit customers"; that is, to act entrepreneurially, to form partnerships outside of education with those working in economic development and work force preparation. Once colleges determine their needs through a local global audit, they can market specialized training and services. College CEOs and trustees must maintain regular interaction with local business and industry, keeping these communities informed through publications and electronic and print media.

Advocacy

- Community college global educators must find ways to combat the inherent ethnocentrism of our communities, unconvinced administrators and trustees, linear thinking, the long-time prejudice against community college involvement in global education, the failure of leaders to see

global education as a means toward building community, the disinterest of students, and the view that there is only limited good to be found in this pursuit.

- For real systemic change to occur, the community college must be involved at all levels of educational change and reform; they must claim a rightful space for community colleges within the broad spectrum of the educational system.
- Linkages can be formed using local task forces to make global competence a measurable outcome for students.
- Community college educators must also make global education a priority for their fellow presidents, boards, and state boards of education.
- Following that, the next step is to convince government leaders and legislators by the use of political/economic interest studies to document impact of global education on the community. These are effective tools to market the benefits of international activity to both internal and external constituents; there is little to refute the employability of the globally competent.

Preparedness for Change

- Colleges must not lose sight of the competitive edge. If community colleges do not provide the training and services needed in a global society, others will. Industry and other public and private training organisms are already positioned to fill the gap.
- Changes are well underway in the corporate world, changes in infrastructure which require increased sensitivity and cultural awareness. In many ways, industry and nongovernmental organizations are substantially ahead of community colleges in global efforts—by necessity. Community colleges need to learn from them, listen to their needs, involve them in advisory committees, and take the first step toward involving this source of talent and expertise.
- It would be foolish and unrealistic to ignore the fear factor. Change, conflict, and risk turn people back toward the status quo. Successful programs are contagious. Colleges need to share their experiences and support one another. They need to be comfortable with and even celebrate failure, as they reward change, innovation, and integration. Overcoming the fear is a development to be celebrated in its own right.

STRATEGIES FOR INSTITUTIONS SEEKING TO BEGIN OR EXPAND GLOBALIZATION EFFORTS

Conferees approached their deliberations knowing full well that US community colleges find themselves at every stage along the spectrum of globalization. While some institutions have yet to begin the process, others have taken the first steps or are fairly advanced in their efforts but seek, nonetheless, to move those efforts to an even higher level. Bearing in mind this extent of variation, conference participants decided to recommend a compendium of strategies from which community colleges at any stage of development may select. In addition, they suggest measures which community colleges may take collectively to advance the global education agenda beyond their own campuses.

Strategies identified by participants pertained to six general areas: coordination of efforts, student and faculty involvement, active community participation, commitment, technology, and financial resources. Readers are cautioned to recognize that this list is not linear; there is no universal first step. Rather, all factors work in concert in the development and sustainability of a viable program.

Coordination

- Identify appropriate personnel to manage internal and external programs and grant-funded activities.
- Recognize the need for a variety of programs to draw a critical mass of participation.
- Inventory library holdings to expand awareness of existing resources and identify gaps needing to be filled in order to support curriculum development.
- Join state or regional associations and consortia to gain access to programs already established for community colleges.

Student and Faculty Involvement

- Identify faculty who are interested and willing to be involved.
- Designate a coordinator of efforts for international and intercultural programs, with a central, visible location on campus to facilitate the internal dissemination of information about programs and opportunities. The coordinator should report directly or indirectly to the president.
- Work toward extensive grass roots level involvement in global education initiatives across the institution to provide a broad base of support for the coordinator.
- Establish a college-wide committee to help develop and implement initiatives.
- Develop a well coordinated, international student program using these students as resources for area expertise.
- Seek faculty development opportunities (e.g., the East-West Center, National Endowment for the Humanities seminars, Fulbright programs, Rotary fellowships, in-house or local area seminars on language and culture). Recognize the multiplier effect for students when faculty gain global expertise.
- Participate in the ACIIE, Community Colleges for International Development (CCID), and other global education organization conferences for information on model programs and funding opportunities.
- Enhance communication about global efforts through internal newsletters, brown bag lunches, inviting staff and faculty to share what they have gained through seminar and

conference attendance, participation in exchanges, specialized study, etc.
- Seek ways to involve more faculty, particularly in vocational and technical fields, and maintain support for those who have already become involved.
- Invite consultants from other colleges to work with administrators, faculty, and staff (both CCID and ACHE provide referrals to consultants).
- Encourage bilingualism for all members of the college community.

Active Community Participation

- Conduct an inventory/audit of resources and needs of the institution and its community. Be sure to include students, college personnel, and the lay community as potential global education resources.
- Use statements from AACC and ACCT recognizing the importance of global education to support local efforts.
- Establish links with business and industry and seek their support and involvement in the program.
- Establish links with local ethnic groups and community organizations such as Sister Cities, Rotary, chambers of commerce, and trade associations.
- Identify and consult with potential customers for programs under consideration.

Commitment

- Secure the commitment of the CEO and the academic vice president to include global efforts in the institution's effectiveness plan.
- Seek the support of the board of trustees and work with/through them to create a mission statement that includes global education.

Technology

- Utilize information technology, including distance learning and teleconferencing, Internet e-mail, and the World Wide Web.
- Reconceptualize the way languages are taught to take into account new technologies and to strengthen the link between culture and language.

Financial Resources

- Seek grant funding to help support global initiatives.
- Initiate a line item in the college budget for international programs.
- Work with state and local funding sources to legitimize use of resources to support global education initiatives.

ADVANCING GLOBAL EDUCATION BEYOND THE COMMUNITY COLLEGE CAMPUS

Conferees agreed that while much can and must be done at the level of individual institutions and their communities, there remains a substantial need to inform, educate, and influence the policymakers in federal and state governments and within public and private associations and organizations. This collective effort is best accomplished through a unified approach which involves all relevant organizations: AACC, ACCT, ACIIE, CCID.

At the federal level, opportunities and challenges to action were noted in a variety of areas:

- Immediate input is needed to support the Higher Education Act currently up for reauthorization.
- Community college representatives can testify at the reauthorization hearings scheduled around the country and in Washington, DC.
- A statement from AACC, ACCT, ACIIE, and CCID on the importance of global competency for community colleges should be sent to the Department of Education for inclusion in their international education policy statement currently under revision.
- Community colleges should develop a saturation strategy, encouraging community college internships in federal agencies.
- Community colleges can play a role in federal agency round tables to share information on their global initiatives.
- Networking efforts with representatives of federal agencies should continue and be expanded.

Community colleges can also work toward the inclusion of global competence in the accreditation standards which govern their operations:

- Community college leaders can have an impact on the newly formed Council for Higher Education Accreditation to gain a formal place for global competence in evaluation criteria.
- Appropriate community college leaders should also make formal presentations on the subject at meetings of the national and regional accrediting associations.

At the state level, a number of directions were identified for concerted effort:

- Community college leaders can suggest the writing (or rewriting) of the enabling legislation for community colleges to include global education as one of the missions. (An organization such as ACIIE might produce boilerplate documents for this purpose.)
- Trustees can facilitate state funding for global education through their state organizations and by working one on one with legislators from their own districts.
- Community colleges can work to be included on the agenda of the National Governors Association and the National Council of State Legislatures/Legislators.
- Proponents of global education must work with state vocational education directors.
- Presidents and trustees can work within their state associations to network for global education (as well as with their own campus foundations as potential sources of funding).

Community college leadership can make an effective case for global competence with the general public. Suggested approaches include the following:

- Cable TV public service announcements.
- ACIIE might develop a thirty- or sixty-second video on the topic which could be customized by individual member institutions to use in their local market.
- ACIIE and AACC should work with the National Council on Marketing and Public Relations (an AACC affiliate council) to develop effective marketing strategies.
- AACC and ACIIE should compile statistical and anecdotal information on the positive and forceful impact of global education on employment.
- There should be a national campaign on educating the global citizen, perhaps a full page ad in *The Wall Street Journal* secured with corporate sponsorship.
- We can capitalize on the national emphasis on work force development, reaching major companies to support community colleges at the national and local levels.

Finally, several other directions for funding outreach were targeted:

- Private and corporate foundations. (Luce, Ford, and Rockefeller Foundations were used as examples of funding sources for global initiatives.)
- Student organizations such as local and national Phi Theta Kappa associations, campus honors students associations, and vocational associations.

SUMMARY

The task to globalize a community college is an imperative, obstacle-laced, time-consuming enterprise. And yet, the rewards and benefits can be enormous to students, faculty, administrators, trustees, and the community. As global learners experience personal added value, those individuals responsible for providing global education strengthen their own effectiveness and that of their institution and community.

Global education is now recognized as a dominant component of meaningful, futuristic, and applicable education. We can provide our learners with nothing more valuable than quality, comprehensive, global education. It's a worthy service to them and to their community, college, nation, and world.

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Educating for the Global

Getting Concrete...

Community college leaders and representatives of government agencies met to get more specific about how to support effective global education in community colleges. They identified attributes of a globally competent learner and institutional requirements to produce such learners.

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Community:
A Framework for Community Colleges

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Appendix A
WELCOMING ADDRESS

by Richard H. Stanley, President
The Stanley Foundation

In this latter part of the twentieth century, we are participants in a tide change in the world. We are experiencing a phenomenon that I call the globalization of nearly everything. And I am excited that community colleges are playing an increasingly important role in developing necessary global competency among their students, faculty, administrators, trustees, and communities. I find little disagreement these days about the central importance of this role for community colleges.

Now, it is time to move discussions to the next level. We talk about global competency, about the need for our students, communities, and world to be able to work and interact more effectively and peaceably. But, what are those needed competencies?

Two years ago when we met here at Airlie, we described global competency as including a sense of global interconnectedness and interdependence. We talked about the importance of an appreciation for human diversity. Our survival in this shrinking world requires that we cherish and celebrate this diversity and, yet at the same time, affirm and strengthen our commonality as human beings. Graduates of our community colleges, indeed all of us, need to be able to participate effectively in our increasingly multiethnic and multicultural work force.

We also talked about the need to understand and respect environmental and resource systems and constraints. Environmental and resource factors both shape human activity and, in turn, are impacted by that human activity. Humans are embedded as working parts of the global ecology.

In addition, the globally competent need a good understanding of peace and conflict resolution. We must be able to get along when we disagree and work things out when we differ, without resorting to force or violence. Finally, there must be a sense of the continuing fact of change, the possibility of alternative futures, and the role that we humans can play in helping to shape the future for ourselves and our descendants.

I hope that our conversation here this weekend in Virginia will move us toward a better understanding of what constitutes a globally competent learner.

We will also benefit from exploring what community colleges can do to build that global competency among their students and in their communities. What programs and activities work best? How can global competency be infused into classes and extracurricular work? What characterizes a community college that is providing a comprehensive, effective global education program? What new initiatives are needed? Questions such as these merit our best thinking and response.

I hope that our discoveries here at Airlie will add impetus to an already energetic and lively community college program across the country. Our task is to accept the challenge of discovering together how to better build global competency.

Appendix B
About Connectedness, Community, and Stardust

by Margaret B. Lee, President
Oakton Community College

Thank you for inviting me to be a part of this second conference cosponsored by the Stanley Foundation and the American Council on International Intercultural Education. I am honored by the invitation and humbled to be standing in the place where Ernest Boyer stood at the beginning of the first of these conferences two years ago. He has been for me and for many others a mentor in his commitment to the role of education in building the human community.

My role today is, in part, to focus on connectedness and to explore from another perspective the significance of the idea of the human community. Both connectedness and community were beacons for Boyer in his life and in his work. I want to connect the work of Airlie I and our work in Airlie II. I want to establish a context that will provide the largest frame possible for the big questions we will think about together: How do we define a globally competent student, and what is required institutionally of community colleges to educate such a student? As we listen to and speak with each other, we will develop some answers and undoubtedly raise many more questions.

I want to begin with the big question: *Why* is it so important that we gather here, at this time, to build a framework for educating for the global community? Ernest Boyer answered this question by describing the commonalities shared by all human beings who inhabit this planet. It is good for us to remember these:

- We all share the same life cycle: we are born; we grow; we die.
- We all use symbols and make meaning through the language we use to communicate with each other.
- We all respond to the aesthetic, and our souls are stirred by beauty.
- We all have the unique capacity to locate ourselves in time and space; we alone of all beings can recall the past and anticipate the future.
- We are all members of groups and institutions; we are not meant to live our lives alone.
- We all are producers and consumers; work is a part of who we are.
- We are all connected to nature.
- We all search for meaning.

Before his death which left us bereft of his wisdom and vision, Boyer translated these commonalities into an idea for a curriculum that would go beyond measurable objectives and the artificial boundaries of set time and Carnegie units, of disciplines and departments. He believed that such a curriculum should be embraced by K-12 as well as college and university levels.

In broad outlines, the common learning he proposed would be structured and developed around the following integrative themes or strands. (I am paraphrasing these after listening to one of Boyer's last public presentations. I believe it was made to the American Society for Curriculum Development.) Boyer elaborated on the themes he had first proposed fifteen years

earlier, describing general education in the undergraduate curriculum in *A Quest for Common Learning*. I think it is significant that he also proposed that they form the basis for the K-12 as well as the college and university curriculum. These integrative themes are:

- The cycle of life and the mystery of existence.
- The use of symbols—including words, numbers, and the responsibility of honest, accurate use of all language.
- The role of the aesthetic and the human need and capacity to respond to beauty in its myriad forms and cultural manifestations.
- The connectedness of ourselves with others in time and space and an exploration of our past and an imagination of our future.
- The nature of the social webs in which human life exists and evolves in institutions from the family to other groups and organizations, including governments.
- The place of work and the role of human beings as producers, consumers, and conservers of the goods of this earth.
- The relationship of human beings to the planet, as Lewis Thomas suggested, "In which we are embedded as working parts."
- The importance of shared values and beliefs in our search for the larger purpose in our lives—which we need in order to find and make meaning.

A curriculum like this, so conceived and implemented, would take us a long way toward the connectedness essential in our quest to educate globally competent citizens. But I want to suggest that the challenge before us is even greater than we have yet begun to imagine. We need to expand our understanding of what it means to be globally competent at this time, in this place, and for our future as we approach a new millennium.

Let me share with you how I began to awaken to what this means for us. I have a fourteen-year-old son who is a member of the class of the year 2000. This past summer, he started his freshman year a little early with an honors Biology class. His teacher was wonderful, good humored, truly a person who cared for the earth and was acutely conscious of the unique place of each individual in the community of life—the profile of an exemplary teacher—of Biology or anything else. This care and consciousness were evident in the assignments he gave to the class.

One night's assignment was to read the story of putting the pieces of the DNA puzzle together in *The Double Helix*. Other assignments over several nights included a collection of essays by Edward O. Wilson on *The Diversity of Life* and Aldo Leopold's *A Sand County Almanac*. Reading the assignments with my son, I came to a new appreciation of the incredible biodiversity of our planet. I learned that scientists haven't even begun to be able to approximate the number of species which live on the earth. Consider this: in a gram of ordinary soil, in one millionth of a pinch of soil, as many as 10 to 10,000 colonies of bacteria can grow. A Norwegian research group found between 4,000 to 5,000 bacterial species in a single gram of beech forest soil.

I got pretty interested in DNA and dirt. (I remembered that when I studied Biology in high school—it was before DNA was in the

textbooks. By the time I studied it in college about four years later, it was a brand new story.) In my son's Biology course, I discovered yet another story and some extraordinary connections. Listen to this from William Logan's book, *Dirt: The Ecstatic Skin of the Earth:*

We don't know the first thing about dirt. We don't even know where it comes from. All we can say is that it doesn't come from here. Our own sun is too young and cool to manufacture any element heavier than helium...number two on the periodic table, leaving some ninety elements on earth that were not even made in our solar system. Uranium and plutonium, the heaviest elements that occur in nature, can be forged only in an exploding star, a supernova. Everything is stardust.

So what about DNA? There's a cosmic connection. Not long after my son started his Biology course, my friend and former high school English teacher came to visit us for a few weeks. She shared with me one of her favorite current readings, Thomas Berry's *The Dream of the Earth*. Berry tells a new story of the universe, connecting our human identity to the process of the evolving universe. In this story, our human home—the earth—has (through the human species) awakened and become conscious. The earth, according to Berry, is the only biospiritual planet we know. And we are the biospiritual beings who inhabit it. We are the universe, thinking about itself. Just as the human body took its shape through some fourteen or fifteen billion years of effort on the part of the universe and through some four and a half billion years of earth existence, so the human mind and spirit have also been taking shape over those millions of years.

If your mind is boggled, as mine is, by the billions numbers, other scientists have come to our rescue. Think of it this way. Take the most recent five billion years—the time during which our earth has emerged in the universe. We are among the youngest. If those five billion years were compressed into a period of twelve months, the time required for the molten gases (which still burn in the core of the earth) to evaporate and become the ocean (the source of all life forms) is equivalent to the first eight months. It took eight months to create the conditions which allowed the crust of the earth to cool, the oceans to form, the continents to take shape, the amino acids to structure themselves, and life as we know it to begin to unfold. It is only during the last four months we have come from the beginnings of life to where we are today. We humans have been around for about the last half hour. And where will we go from here?

We are living in a time when we need to listen to and learn this new story about ourselves and our connection to the universe. We have moved beyond the ages of geological and biological time to the present human time. We have fashioned the eye of the Hubble telescope, sent it into space, and through it we have been able to look back through space and time to the birth of the stars. We have discovered how to step away from our planet home; look on it from afar; and see its uniqueness in the solar system in which it is set.

In the four months of this compressed five billion year evolution, life on this earth has unfolded into ever greater genetic complexity. Some have suggested that this unfolding is the earth expressing itself through more and more complex forms of life. The earth has learned to breathe, to see, to hear, to reproduce itself, to nourish, and to heal—all before we humans arrived. In the last half hour, we have caused a shift in earth/human relations: the earth that used to control itself perfectly, now, to an extensive degree controls itself through us.

We have an immense responsibility to care for this earth, to collaborate as a human community. We need to learn to think of ourselves not as ethnic, cultural, national, or language groups but as a human species among other species. This is the primary responsibility of globally competent citizens, and it is critical to our survival—as a species, as a planet, and for the universe. The water we drink, the air we breathe, the food we eat here and half a world away depends on decisions and actions of the few for the many.

I think it must have been about ten years ago that Ernest Boyer suggested that although the world may not yet be a global village, we must "expand our sense of neighborhood" and "learn to act more like citizens of an increasingly interdependent planet." Today technology has just about transformed our world into that global village, bridging the boundaries once created by time and space. Today the world is 1/600th of a millisecond in diameter on the Internet. (And don't forget that Shannon Lucid kept in touch with NASA and her family *from the space station orbiting above the earth*—via e-mail.) What separates us today are barriers of language, culture, and understanding, no longer time and space. We have to begin to imagine new possibilities for international and intercultural education.

One of the most compelling images of the immensity and diversity which confronts us in our task of educating the globally competent student is one which many of you have probably seen in at least some version. Think of this:

If the world's population were represented by a village of 100 people, it would consist of fifty-six Asians, twenty-one Europeans, nine Africans, eight South Americans, and six North Americans. Thirty of the people would be Christian, seventeen Moslem, thirteen Hindu, five Buddhist, five Animist, nine miscellaneous, and twenty-one without religion. Of the 100 people, six would control half the total income, fifty would be hungry, sixty would live in shanty towns, and seventy would be illiterate.

And think of how information floods our global neighborhood. The sum total of what there is to know doubled from 1750 to 1900. The pace picked up in the twentieth century. Since 1965, what there is to know has doubled every five years. In the next five years there will be more stuff to learn than in the last 2,000 years. By 2020 what there is to know will double every seventy-three days.

Combine that set of projections with Moore's Law, which describes how computing power doubles every eighteen months. You can buy a

computer with twice the speed and memory, that is half the size and weight of the less than two-year-old model you have, for a little more than half the cost of the old one. If automobiles had developed at the same rate during the last forty years, your car would travel faster than the speed of light and cost less than twenty-five cents.

How can our teaching, learning, and most of all our imagining keep pace? Beyond classes and courses, disciplines and majors, work force development and education for careers, the goal of teaching and learning is to enable the learner to see the big picture; to understand the immense story of the universe and the potential of each conscious being to contribute to creating the next chapter in the story. As we learn and help others to learn, we hand on cultural coding from one generation to another in a manner somewhat parallel to the way in which the genetic coding of any living being is communicated to succeeding generations.

Just as our ability to study and separate DNA enables us to learn more and more about the diversity of species, our consciousness that we are all "thinking stardust" has to reinforce the connectedness of ourselves with each other, with our planet, and with the process of the unfolding universe. We share the stuff of life: the nucleotide sequences, the amino acids, the protein molecules. Everything on this earth and in this universe is connected under the skin in the substructures of the cells. We know that the human genome project will eventually chart every gene that is part of the makeup of the human species.

A study published for the first time last year, *The History and Geography of Human Genes*, is a genetic analysis based on blood from gene pools in place in Europe in 1500 A.D. The researchers, Paola Menozzi and Alberta Piazza, explode the myth of a genetic base for the racial categories with which we are most familiar. Their work virtually eliminates the racial category of Caucasian by demonstrating that most Europeans are a combination of 65 percent Asian and 35 percent African. Their work is a clear example of technology, in this case gene research, making new learning possible and forcing a change in both our presumptions and perceptions.

Another example of technology enabling us to make new connections in this time when there is so much new to know is the new supercomputer currently under construction from the stuff that we ourselves are made of—DNA. The molecular structures are capable of massive parallel processing in ways we have hardly begun to imagine.

About two years ago, one of the presenters in the Honors Speakers Series at our college challenged us to some heavy duty imagining. He talked about our world in the process of radical transformation and reminded us at the same time of our connection with the stars. Gentry Lee, a real live rocket scientist who has been involved with NASA and worked with Carl Sagan, spoke about living and learning in and for the twenty-first century. His message was both fascinating and frightening. Underlying all of his specific examples was a warning that it is impossible to prepare for the

future only by looking at the past. The way we live and the way we learn have to be dramatically different.

There is so much new to know that people will have to integrate continuous learning into their working lives. He suggested that there will be no such thing as lifetime employment in a single career or with a single organization. Companies and even colleges will be organizational shells through which those with current skills in their portfolios will contract their services. Lee predicted that most sequential jobs will be done by machines, many the products of biotechnology. As examples, he used the worm that rolls down the face of skyscrapers in order to wash the windows and a bacteria that cleans bathrooms as it grows and then self-destructs. The creative, the imaginative, and the nonsequential will be the domain reserved for the human species. Never has there been a time when the ability to think and learn will be so important. Never will there be a time when education done well will be more critical. And never will there be a more exciting time to be part of a community committed to the art of helping people learn.

I was particularly moved by a story Gentry Lee told about a conversation he had with one of his seven sons. The two were out one night star-gazing, and the son expressed an intense fascination with the stars. "Why do you care about the stars?" the father asked his son. He then proceeded, as a rocket scientist is apt to do, to answer his own tough question. "Because," he said, "in a very real way the stars are your parents. For example, the hemoglobin in your blood essential to the life of your body came to all human beings from the iron in the first stars. Astrophysics demonstrates that it was a result of the death of two generations of stars which made possible life on our planet. In a very fundamental sense, we are made of the same chemicals as the original stars; but we are chemicals risen to consciousness. We have eclipsed the stars; we can think and learn and be joyful." Sounds pretty poetic for a rocket scientist. In fact, it made me think of lines spoken by Shakespeare's teacher/magician Prospero who described us human beings as "such stuff as dreams are made on." Berry's *The Dream of the Earth* and some of my other summer reading made me recall the poetry of Gentry Lee's science.

In between studying Biology with my son and escaping to the retreat that is the home our family is building which connects us with the past and the earth, I spent a week this past summer at the Harvard Seminar for New Presidents. I had the opportunity to hear and talk with Steve Gilbert, the technology guru from the American Association of Higher Education (AAHE). We have conversed on the Internet, but it is the first time we met face to face. I admire his wisdom, as well as his knowledge about technology connections and the connectedness of people. He has been building interactively on his listserv, what he calls a vision worth working toward; and we talked together about some of the elements of that vision.

Gilbert writes about the goal of achieving collaboration while striving for connectedness. He cited Edward Hallowell's notion of connectedness, that "sense of being part of

something larger than oneself. It is a sense of belonging or a sense of accompaniment. It is that feeling in your bones that you are not alone. It is a sense that, no matter how scary things may become, there is a hand for you in the dark. While ambition drives us to achieve, connectedness...urges us to ally, to affiliate, to enter into mutual relationships, to take strength, and to grow through cooperative behavior."

In his vision, Gilbert tries to demonstrate how networks and technology can be of use in creating connectedness, improving our lives, and shaping a better future—all the while avoiding what he calls "big blunders." He tells the story of how Gandhi, in the last years of his life, set aside an hour every day to be alone with his grandson, determined that his values—as well as his genes—would be carried on into future generations. On their final day together, shortly before his assassination, Gandhi gave his grandson a list of seven blunders to be avoided. Gandhi's grandson added an eighth, and Gilbert has added another four. Listen to them:

> Wealth without work
> Pleasure without conscience
> Knowledge without character
> Commerce without morality
> Science without humanity
> Worship without sacrifice
> Politics without principle

Gandhi's grandson added:

> Rights without responsibilities

Steve Gilbert added:

> Technology without direction
> Connection without community
> Teaching without joy
> Learning without hope

In *The Dream of the Earth*, Berry also writes explicitly and implicitly of these things—especially of the imperative of hope. Explaining the whole sequence of crisis after crisis in the evolution of the universe, Berry demonstrates the evidence of hopefulness:

> At each stage of its development, when it seems that impasse has been reached, most improbable solutions have emerged that enabled the development to continue. At the very beginning of the universe, the rate of expansion had to be at an infinitesimally precise rate so that the universe would neither explode nor collapse. The same is true in the shaping of our own solar system: if the earth were a little closer to the sun, it would be too hot; if slightly more distant, it would be too cold. If closer to the moon, the tides would overwhelm the continents; if more distant, the seas would be stagnant and life development could not have taken place. So with the radius of the earth: if it were a little greater, the earth would be more gaseous like Jupiter; if a little less, the earth would be more solid, like Mars. In neither case could life have evolved in its present form.

But it did, and we are here. And we cannot rest. As tiny as we are in the vastness of time and

space, each of us has the capacity to make a difference. In his book, *Dirt*, Logan wrote:

> Each of us is made of stardust.... We have each, then, the stuff in us and the bound-up energy that might launch a beam of light.... All [of us]rise from the dirt and stand upon it as on a launching pad. At the outer edge of the atmosphere, the thin air continually gives off hydrogen ions that join the solar wind. To what end and to what stars might this lightest, quickest dust be bound?

This is one of the questions that confronts us as we consider how to build the framework for educating the global community. The task of education is the task of helping human beings learn more, of helping the human species realize its full potential, to continue to reach for the stars and beyond. Berry says that education advances the universe. This is why it is so important that we gather here to put our minds to work together. Each of us has a unique part to play in this discussion, a unique perspective to contribute. What task, at this time, is any more significant, any more immense?

Though we may not finish, we cannot afford not to begin our work. To illustrate this, I want to use two stories which we might consider to be parables for our time together. The first is a story I found on the last page of a newsletter that crossed my desk sometime last summer. I think I have heard it before and you may have too. It goes like this:

As an old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. Finally, catching up with the youth, the old man asked him why he was bothering to throw the starfish back into the ocean. The young man answered that the stranded starfish would die if left until the morning sun.'But the beach goes on for miles and there are millions of starfish,' countered the old man, 'how can your efforts make any difference?' The young man looked at the starfish in his hand and then threw it to safety in the waves. 'It makes a difference to this one,' he said.

The young man was only one tiny, fragile person. Undaunted by the enormity of the task and the immensity of the world, he found a way to make a difference.

I heard the second story in an audiotape of a lecture given by Miriam McGillis, a woman who has set about telling the new story set forth in the work of Thomas Berry. It's about planting dates. A date tree takes about eighty years from the time it is planted until it bears fruit. The roots have to grow deep into the earth to find the water necessary for growth. In the process of maturation, the date tree often appears to be dying rather than growing. The one who plants the date tree does so knowing that he will probably never eat the fruit, but trusting that it will serve to nourish those who live in a future he will never see. As McGillis says, "If you understand the process, you can make the commitment." The planting of the date tree is an act of hope, an act of faith, an act of care and connectedness. This is the answer to the question I began with—why is it so important that we gather here at this time? Let us get on to planting dates and remembering the stars.

Appendix C: Global Competencies

Fifty-eight global competencies were identified by participants, many relating to the recognition of the interdependency and interconnectedness of all systems. Some are more crucial or fundamental than others. All are worthy of note because any one of them may strike a responsive cord with a reader. The competencies of a global learner include:

- Intercultural relations skills.
- Interest in/reading about international current events.
- Ability to identify countries of the world and their locations.
- Ability to communicate with non-English speaking persons.
- Ability to listen.
- Technological awareness (Internet literacy).
- Awareness of global issues.
- Empowered to acknowledge one's ability to make a difference.
- Understanding of the dynamics of interactivity between government, business, and education.
- Comfortable with differences.
- Understanding of different political and economic systems while acknowledging economic interdependence.
- Awareness of history.
- Realize that challenges facing our world cannot be solved by the same kind of thinking and actions that created them.
- Knowledge of at least one non-Western culture.
- Environmental literacy.
- Understand the impact of other cultures on our lives and that culture affects behavior and attitude.
- Recognize that one's own culture, religion, and values are not universally shared.
- Ability to speak at least one other language.
- Self-confidence in one's own ability, identity, skills, and cultural background.
- Seek peaceful resolution of differences.
- Awareness of diversity, similarities, and interdependencies.
- Read on a regular basis newspapers and magazines covering international issues.
- Identify historical and current major world events.
- Ability to be flexible and resourceful.
- Understand different education systems around the world.
- Understand different groupings within America's own multicultural structure.
- Participate in a voluntary in-service programs (local, national, and international levels).
- Ability to work in diverse teams.
- Understand various faith traditions.

- Awareness of world demography.
- Be motivated by love rather than fear.
- Realize that all the people of the world are important.
- Have a commitment to lifelong global learning.
- Ability to empathize and sympathize even while not accepting.
- Exposure to other cultures through participation in international study.
- Ability to function as a responsible member of the human species within the community of life.
- Awareness of human rights issues.
- Tolerance for ambiguity.
- Have knowledge of the United Nations and other international organizations.
- Knowledge of international business practices.
- Visit a non-English speaking community or country, having learned fifty words of their language before going.
- Focus on quality of life issues in the world community. (Recognize that the local concept of quality of life may be different in other parts of the world.)
- Participate in at least one student foreign exchange program.
- Understand decision making in a global community.
- Be able to apply trained skills to an international context.
- Accept responsibility for global citizenship.
- Ability to articulate human differences and similarities.
- Knowledge of human and social geography.
- Exercise moral leadership.
- Develop a long-term perspective.
- Understand that your community may become endangered without global competence.
- Experience the literature, music, and art of other cultures.
- Enjoy surprises, do not fear them.
- Be aware of the diversity of world sport.
- Have respect for human dignity.
- Speak, write, and read another language.
- Understand what it means to be ethical.
- Seek exposure to other cultures locally, including dining in ethnic restaurants whenever possible.

THE AMERICAN COUNCIL ON INTERNATIONAL INTERCULTURAL EDUCATION

The American Council on International Intercultural Education (ACIIE) is the affiliate council of the American Association of Community Colleges (AACC), with membership comprised of over one hundred colleges involved in global education. ACIIE shares expertise and provides information on topics such as cultural diversity, multicultural relations, foreign student recruitment and exchanges, faculty exchanges, professional development programs, and funding opportunities for international and intercultural activities. ACIIE helps community colleges cultivate international partnerships and participate in programs with organizations worldwide. ACIIE pursues this mission through annual conferences, a membership newsletter, an Internet listserv and home page, teleconferences, and other programs and activities which foster the dissemination of information and networking among members.

Additional copies may be ordered through ACIIE:

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- Publication of the monthly magazine, *World Press Review*.
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